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ABSTRACT

The purpose of this manual, which accompanies a video program, is to provide general background information for foreign language teachers who are, or soon will be, teaching in total, partial, or two-way immersion classrooms. Part of a series of video programs, this manual highlights special considerations for immersion teachers as they plan and teach social studies lessons. The program discusses the following: goals of social studies; instructional strategies that promote learning of social studies concepts as well as second language acquisition; instructional strategies to help students acquire abstract concepts even when their language proficiency is limited; and the importance of relating social studies concepts learned in the immersion classroom to students' lives outside the classroom. This teacher's manual and the accompanying video may be used in a variety of ways. The viewer may first wish to read the paper by Cynthia Lewis in the section "Background Reading," and then view the video program and complete the five related activities included in the manual, or the viewer may wish to first watch the video, read the articles, and complete the activities in the manual. Appended materials include social studies objectives for Montgomery County (Maryland) public schools for Grades 1, 3, and 5. (Contains 18 references.) (VWL)

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TEACHING SOCIAL STUDIES IN THE IMMERSION CLASSROOM

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Division of Academic Skills
Office of Instruction and Program Development
Montgomery County Public Schools
Rockville, Maryland

1990

FL 021 174

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TEACHING SOCIAL STUDIES IN THE IMMERSION CLASSROOM

TEACHER'S ACTIVITY MANUAL

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Division of Academic Skills
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Photograph by William E. Mills

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PREFACE

Video production

The production of this video program and manual was funded by a federal grant from the U.S. Department of Education, Title VI, International Research and Studies: Improving Foreign Language Methodology Through Immersion Teacher Training. This grant was developed and implemented by the Office of Instruction and Program Development, Division of Academic Skills, Foreign Languages, Montgomery County Public Schools, Rockville, Maryland, from July 1989 to June, 1991. The activities for this grant were carried out by Eileen Lorenz, immersion resource teacher, and Myriam Met, foreign language coordinator.

The production of this program would not have been possible without the cooperation and support of the elementary immersion staff and students of the three Montgomery County Public Schools (MCPS) immersion programs: Oak View, Rock Creek Forest, and Rolling Terrace elementary schools. MCPS television staff members also made significant contributions.

Upon request, this manual and video program will be distributed to school districts and institutions of higher education to be used for nonprofit training workshops and research projects. Requests for these materials should be accompanied by a $25 check ($30 for international orders) made payable to Montgomery County Public Schools. Requests should be addressed to:

Foreign Language Coordinator
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850 Hungerford Drive
Rockville, Maryland, 20850-1747

INTRODUCTION

Purpose of the video program and manual

The purpose of the program and manual is to provide general background information for foreign language teachers who are, or will soon be, teaching in total, partial, or two-way immersion classrooms. The eighth in a series of video programs Teaching Social Studies in the Immersion Classroom highlights special considerations for immersion teachers as they plan and teach social studies lessons. The program discusses:

- Goals of social studies
- Instructional strategies that promote learning of social studies concepts as well as second language acquisition
- Instructional strategies to help students acquire abstract concepts even when their language proficiency is limited
- The importance of relating social studies concepts learned in the immersion classroom to students' lives outside the classroom

How to use the video program and manual

The Teacher's Activity Manual and the video have been designed to complement one another and may be used in a variety of ways. The viewer may first wish to read the article found in the section, "Background Reading," and then view the video program and complete the related activities included in the manual. Or, the viewer may wish first to watch the video, read the articles, and then complete the activities in the manual.

The video and accompanying activity manual may be used effectively by either one teacher or by a group of teachers. Multiple viewings to review specific sections of the video provide opportunities to use the program to support a variety of objectives.

ACTIVITIES

ACTIVITY 1

PREVIEWING ACTIVITY

Before viewing the video program, review your social studies curriculum and list below five performance objectives that you teach during the year. If you are not currently teaching a particular grade level, review the MCPS social studies objectives located in Appendices A, B, and C. Select five performance objectives from one of the three grade levels presented and note them below. Next to each objective, list as many ways as you can to teach them. Finally, because you will be teaching these objectives in the immersion language, rate each performance objective as **EASY**, **MORE DIFFICULT**, or **VERY DIFFICULT** to teach in a second language.

I. Social Studies Objectives

1.

2.

3.

4.

5.

ACTIVITY 1

PREVIEWING ACTIVITY

II. Identify your reasons for categorizing the objectives noted above as **EASY, MORE DIFFICULT,** or **VERY DIFFICULT** to teach in a second language. If possible discuss your list of objectives and reasons with an immersion colleague.

Objective 1.

Objective 2.

Objective 3.

Objective 4.

Objective 5.

ACTIVITY 2

Making the abstract concrete

Immersion and nonimmersion teachers share similar goals for teaching social studies. In the Background Reading, Lewis outlines specific social studies goals and underscores similarities generally found in both American and Canadian social studies curricula. Additional goals targeted when teaching social studies include helping students to develop knowledge, skills and attitudes, to process information, and to learn how to make sound decisions.

Because of students' limited language proficiency, you must keep additional considerations in mind. Social studies differ from other classroom disciplines, such as science and math subjects that lend themselves more easily to concrete learning experiences. For example, while studying the life cycle of the frog in science, a Grade 2 teacher can opt to construct an aquarium with the class so that students may observe firsthand each stage of development in the frog's life cycle. As Grade 6 students learn about the relationships among the radius, diameter, and circumference of a circle, the teacher can plan activities to include round objects commonly found in the classroom, such as the face of a wall clock, or the circular base of a waste basket. In comparison, social studies objectives frequently are more abstract and difficult to visualize or bring into the classroom. For example, in a Grade 1 social studies unit Producers and Consumers, one objective is that *students will identify factors that influence the choices people make when they buy "goods" and "services."* In order to accomplish this objective, the immersion teacher must plan lessons and activities that help beginning students to

ACTIVITY 2

Making the abstract concrete

understand what "goods" and "services" are and the differences between them.

Therein lies the challenge: how can the teacher present the concepts of "goods" and "services" in the immersion language to first graders so that students clearly understand? Below are two lessons taught by a veteran immersion teacher.

First the teacher gathered two collections of items--one that represented goods and one that represented services. Items selected as examples of goods included a toy car, a jar of peanut butter, a tee shirt and a ball; items selected as examples of services included a picture and a hat for a bus driver, a pair of scissors for a hairdresser, and a stethoscope for a doctor. During the first lesson, the class discussed the items in the goods collection. Students purchased items from the collection and were given the item in a paper bag. Guided by the teacher, the class agreed that this collection represented things that people buy and the teacher told them that another way of saying things that people buy is goods. The students' definition and the term goods were recorded by the teacher and posted in the class for future reference. One student asked about cars; he thought they were goods, but they could not be put in a bag. The teacher asked students to decide if a car could be put in a bag, if a bag large enough to contain a car existed. The students agreed that this was possible and the class decided that the "put it in a bag rule" was an acceptable criteria for deciding if items could be categorized as goods. The next day, the teacher presented the second collection, miming the services performed. Students paid a fare and sat down in an imaginary

ACTIVITY 2

Making the abstract concrete

bus driven by the teacher wearing a bus driver's hat and using pictures to be sure students understood. Appropriate mimes were presented to help students understand services performed by a hairdresser, and a doctor. Students purchased services presented by this collection. However, when the teacher asked if students could carry what they had purchased away in a paper bag, they replied, "No!" Guided by the teacher, the class decided that this collection represented people doing things for other people. The teacher told them that another way of saying "people doing things for other people" is services. The students' definition and the term services were recorded by the teacher and posted in the class for future reference. Each collection was left on display in the classroom and students were asked to bring an item or a picture to add to add to one collection.

In addition to the frequently abstract nature of social studies objectives, immersion teachers must consider students' level of language proficiency. What did the immersion teacher do to be sure that students had understood the differences between goods and services? What provisions can be made so that students have adequate opportunities to express themselves or to demonstrate understanding and pose questions?

Veteran immersion teachers report that there are two especially effective instructional strategies they frequently use when teaching social studies. These are the use of:

- concrete objects or representations of objects
- simulation or experiential activities

These two strategies promote students' understanding, as well as offering students opportunities to become actively involved in their learning.

ACTIVITY 2

Making the abstract concrete

The use of simulation or experiential activities will be discussed in greater detail in Activity 3.

Real objects or representations of objects help to reduce the possibility that students might or might not understand what the teacher is discussing. Real items, or a representation of these items, have the added advantage of being available to students so that they may use these items to demonstrate answers or to ask or answer questions when they do not have adequate language to express themselves verbally.

A Grade 4 immersion teacher may effectively use a collection of real items and pictures of craftsmen to introduce common occupations during colonial times. In order to explain the following list of occupations, one veteran teacher found that having the objects produced by each occupation was very helpful.

Cooper	a barrel
Itinerant candle dipper	a candle
Tinker	a damaged metal pan
Silversmith	utensils

The presence of these items permitted students to examine them as the teacher explained each occupation. The teacher had readily available props to show students what each craftsman produced as well as a short explanation of what procedures were involved.

ACTIVITY 2

Making the abstract concrete

An additional advantage to using real objects during social studies lessons is that it permits the teaching of relatively specialized language simultaneously with the teaching of content objectives. In other words, the teacher does not need to take precious class time to introduce new language separately, either during or before a lesson, because the items or pictures are referred to constantly during the content lesson.

I. On the following pages are descriptions of two social studies activities taken directly from MCPS teacher guides. One is for Grade 2 and one for Grade 5; the Grade 2 objective begins on page 8 and the Grade 5 objective begins on page 12. Review each activity as it appears in the guide, i.e., as it is presented for nonimmersion classes. Then, in the space provided, note any adaptations you would make to these activities for immersion classrooms to assure that students understand your directions and that real objects or representations of objects are an integral part of this activity. Once you have noted how you might teach each lesson, compare your adaptations with those suggested by a veteran immersion teacher.

ACTIVITY 2

Making the abstract concrete

ACTIVITIES

Montgomery County Public Schools Grade 2 Social Studies Unit: Our Community*

Performance Objective: Identify natural and cultural features of our Community

Description of Content:

Things that are not man-made are natural features. Things that are man-made are cultural features.

Natural Features	Cultural Features
o hills	o swings
o trees	o houses
o windbreaks	o bridges
o gullies	o roads
o mountains	o fences

Activity

Explain to students that they will take a walk around the immediate school area. The students are asked to be observant of everything they see on the walk because they will make a list of what they have seen. Upon returning to the classroom, ask students to recall what they saw. When a student names a natural or cultural feature, write the word on the board. Explain to the students that these are features. A permanent chart with the definitions of natural and cultural features may be made and displayed in the classroom.

How would you adapt this lesson to be taught to a Grade 2 total or partial immersion class? Note your adaptations of this lesson for the immersion classroom on the following page.

*Page 4 MCPS Grade 2 Social Studies Instructional Guide

ACTIVITY 2

Making the abstract concrete

GRADE 2 LESSON

Adaptations for the immersion classroom

1.

2.

3.

4.

5.

ACTIVITY 2

Making the abstract concrete

Grade 2 - Possible adaptations for an immersion classroom

Display a collection of symbols, pictures, or real objects that represent natural and cultural features found around the school. For example, the collection might include a small picture of a traffic light, a branch to represent trees or vegetation, and a small rock or pebble. Place two large circles of yarn on the floor and explain to students that, one at a time, they will classify the items from the collection into two groups of related objects, with natural features in one circle and cultural features in the other circle. As students place items that they think belong in the same classification, you will tell them if their placement is correct. Once all items have been classified in the circles, ask students what they think might be the common characteristic(s) of items in each circle. Ask students to tell you what they think might be the differences between the two classifications of items. During this activity you will guide students to define cultural and natural features in the second language through the use of the objects, body language, drawings, and questioning strategies. With your assistance, students will formulate a definition of natural and cultural features that will be posted in the classroom. At the end of the activity the terms natural and cultural features will be presented to students and a written label for each circle will be placed with the items in the collection.

The following day, the class will take a walk around the immediate school area. Ask students to observe everything they see on the walk. You may want to divide the class into pairs or groups of four and ask them to note what they observe on a checklist that you provide, or to sketch natural and cultural features as they observe them. After, compile a list of cultural and natural features students have sketched or noted on their checklists. Following the same procedure used the previous day, ask students to classify their pictures as natural or cultural features.

ACTIVITY 2

Making the abstract concrete

This activity maybe followed by the construction of a wall collage of natural and cultural features students noted during their walk. These two collages may be displayed in the class. At a later date, when students become more familiar with the names of the natural and cultural features, students can dictate a list of each category to you. After you have recorded the list, it may be displayed as a classroom chart next to the collage.

Now let's turn to the Grade 5 activity, on the following page.

ACTIVITY 2

Making the abstract concrete

Montgomery County Public Schools Grade 5 Social Studies Unit: Opening A New World*

Performance objective: List characteristics of early European and African cultures that influenced colonial lifestyles

Description of Content:

Ideas, such as freedom, self-government, loyalty, education, agricultural methods, hard work, and cooperation, were brought to America by people from Europe and Africa.

Activity

Point out to students that the early settlers came to America for many different reasons. Ask students to identify some of these reasons--search for wealth, freedom of religion, adventure, chance for a better life, land. Also discuss the fact that the Africans came to America as slaves, not for the same reasons as the Europeans.

Ask students to mention things that the early settlers brought with them. They probably will mention material items such as food, tools, seeds, clothing and weapons. Tell students that the early settlers also bought with them many ideas. What ideas were brought to the New World? A suggested list might include: freedom, self-government, farming methods, hard work, loyalty, education, and cooperation. List the ideas on chart paper for reference and as topics for further investigation.

How would you adapt this lesson to be taught to a Grade 5 total or partial immersion class? Note your adaptations of this lesson for the immersion classroom on the following page.

*Page 77 MCPS Grade 5 Social Studies Instructional Guide

ACTIVITY 2

Making the abstract concrete

GRADE 5 LESSON

Adaptations for the immersion classroom

1.

2.

3.

4.

5.

ACTIVITY 2

Making the abstract concrete

Grade 5 - Possible adaptations for an immersion classroom

Point out to students that the early settlers came to America for many different reasons. Display a collection of symbols or pictures that represent some of these reasons. Discuss what each item from the collection might represent. For example, a small purse with coins may represent wealth, a picture of several different places of worship may represent religious freedom, a question mark over a picture of mountains, forests and deserts may represent exploration and adventure, or a picture of fields of corn and grain may represent available land. As a homework assignment, ask students to bring in other symbols of reasons why settlers came to the new world. Add these items to the collection.

On a following day, ask students to assume the roles of early settlers and to select items from another collection that contains items they would have brought to the new world. Request that students explain why they think settlers would have brought the items. The collection might contain a potato to represent food, a small shovel to represent tools, a packet of seeds for planting, a shirt to represent clothing, and a spoon to represent utensils. Include in this collection items that were not brought by the early settlers, such as a television set to represent entertainment, perfume to represent luxury items, a telephone to represent communication, and an airplane to represent transportation. Once students have explored the possibilities of this collection as a group, a center activity may be organized around this collection. Working in pairs, students could classify items in Venn diagrams with one circle containing those items early settlers would have selected to bring to the new world and one circle representing items early settlers would have left behind.

ACTIVITY 2

Making the abstract concrete

II. Review the objectives that you identified during the Previewing Activity as being **MORE DIFFICULT** or **VERY DIFFICULT** to teach. Next to each objective, make a list of items and/or representations of items that you might use to make these objectives more concrete.

SOCIAL STUDIES OBJECTIVES	ITEMS

ACTIVITY 3

Experiential activities

Experiential activities may be used effectively to place students in settings outside of the classroom; simulations can approximate an environment outside of the classroom. During experiential activities or simulations, students help to plan a realistic context in which they "live" or "reenact" events that relate directly to some aspect of the curriculum. They are required to use the immersion language both during the planning process and during the simulation. For example, Grade 2 students can help their teacher plan which components of a rural setting they wish to include in a Farm Day Experience. Each student can choose an identity, such as a farm worker or manager of a grain elevator, to assume during Farm Day.

Students participating in simulations or experiential activities are involved in learning about many concepts and usually are highly motivated to take part in all aspects of planning for and participating in the event. In the video program, you viewed clips from a Grade 5 simulation of a wagon train journey planned as a culminating activity for the unit of study the westward movement. In preparation for their journey, students were placed in cooperative "family groups" to plan how they would spend their limited resources, what materials they would take on their journey, and finally, to assemble the needed resources for their wagons. During the planning process, students expressed their ideas, negotiated with one another, and reached consensus on important issues.

ACTIVITY 3

Experiential activities

Teacher time and energy, as well as resources that must be devoted to plan a successful simulation or experiential activity, are important to think about when considering these activities. Veteran immersion teachers report that when planning a simulation or experiential activity, they examine closely the:

- **amount of time, energy and materials** required to result in an experience that will promote the learning of both content and language objectives
- **availability of physical resources**, such as time, space, and number of adults needed to successfully implement the planned activities
- **level of language** required by students to successfully perform the planned activities

Immersion teachers find that small group collaborative learning activities, used in conjunction with simulation activities, are very effective. A simulation activity, such as the westward movement, provides an ideal setting for students to interact with their classmates planning, making decisions, and solving problems related to the simulation. Working in groups, students have multiple opportunities to practice language and negotiate the meaning of what they are trying to communicate with their peers. Students participating in the wagon train simulation were required to practice not only language that related to the specific social studies objectives (content-obligatory language), but also language that was necessary for offering and requesting information, agreeing and disagreeing, and offering and seeking compromises with one another (content-compatible language).

ACTIVITY 3

Experiential activities

I. Review the objectives that you identified during the Previewing Activity as being **MORE DIFFICULT** or **VERY DIFFICULT** to teach. Select one of these objectives or another objective from your grade level that is part of a unit that you would like to use as a focus for a simulation or experiential activity. Brainstorm below a list of simulation or experiential activities that you might plan in conjunction with the unit you select.

Grade ____ Unit of study_____

Possible simulations

1.

2.

3.

4.

5.

ACTIVITY 3

Experiential activities

II. Once you have a list of possible simulations for the unit of study identified above, use the grid below to evaluate each possibility. Devise a rating scale to rank order the simulations you are considering. For example, you might decide to use a numerical rating system where 3 represents the highest and 1 the lowest level required for each of the three criteria. Note next to each simulation other positive and negative factors that might impact successful implementation.

	Availability of physical resources	**Amount of required time, energy and materials**	**Level of language**
SIMULATIONS			
1.			
2.			
3.			
4.			

ACTIVITY 3

Experiential activities

III. Once you have selected the social studies unit that would be best supported by simulation or experiential activities. Note it on the next page and continue the planning process. Also brainstorm activities in which students could participate in planning for the simulation.

Grade ____ Unit of study_____

Simulation or experiential activities

1.

2.

3.

4.

ACTIVITY 3

Experiential activities

Planning activities - student participation

1.

2.

3.

4.

5.

Activity 4

Teaching language through social studies concepts

Immersion teachers monitor students' acquisition of the immersion language at all times. They use content to teach language and language to teach content. While planning for and teaching social studies, immersion teachers also must also think about ways to develop language skills as well as provide opportunities for students to practice, refine, and expand the skills they already have begun to master.

There are three techniques that promote the teaching of language through content in the immersion classroom. They are:

1. use of caregiver speech
2. extension and refinement of students' language
3. inclusion of immersion language objectives while planning content lessons

Caregiver speech is used primarily with beginning students and is similar to language that caregivers use with children as they are learning their first language. It is characterized by speech that:

- is slower and simpler than a normal rate of speech
- refers to the here and now
- emphasizes meaning over form
- extends and expands students' limited utterances

Caregiver speech is used often by immersion teachers while teaching social studies. For example, during a Grade 1 lesson for which the objective is *students will identify appropriate clothing for given weather conditions*, the following examples of caregiver speech might be overheard in an immersion class.

Activity 4

Teaching language through social studies concepts

Teacher: Look at the clouds in this picture. (REFERENCE TO THE HERE AND NOW) The sun is not shining. It is *raining. (SLOWER AND SIMPLER SPEECH) Look at these four clothing items (a raincoat, a winter coat, a sweater and a cotton jacket displayed before the class). (REFERENCE TO THE HERE AND NOW) Who can show me which item I should wear to school when it's raining? Is it the raincoat? The winter coat? The sweater? Or the cotton jacket? (SLOWER AND SIMPLER SPEECH) (REFERENCE TO THE HERE AND NOW)

Student: (Pointing to raincoat) He wear this.

Teacher: That's right! I would wear this yellow rain coat. (EMPHASIZE MEANING OVER FORM) (EXTENSION AND EXPANSION OF STUDENT'S LIMITED UTTERANCE)

As students gain higher levels of proficiency in the immersion language, teachers turn their attention to the extension and refinement of language. Teachers plan for expansion of students' vocabulary and increased precision of language through content-obligatory and content-compatible language. The social studies curriculum dictates content-obligatory language; e.g., the language necessary for students to understand a concept. Teacher judgment governs selection of content-compatible language; e.g., language that is easily integrated with a particular content area and affords students practice needed to refine language skills. The incorporation of content-obligatory and content-compatible language into the planning and delivery of instruction in the social studies classroom helps teachers to plan and implement an organized program for language learning. For example, while planning for the Grade 1 social studies unit People Need Shelter, a veteran immersion

*Emphasis given to underlined words.

Activity 4

Teaching language through social studies concepts

teacher identified the language objectives listed below for the social studies objective *students will describe how shelters are constructed..*

Content-obligatory language

carpenter	hammer
a saw	a bricklayer
mortar	cement
foundation	trowel
wood	an electrician
pipes	the wall
plumber	an electric wire
floor	a painter
paint brush	screw driver
bricks	nail
screws	building permit

A person (one) nails, digs, spreads, screws, turns, saws, builds

Content-compatible language

Other words that relate to building craftsmen, and materials such as a wheelbarrow, cement mixer, etc.
Descriptive language for tools; e.g., sharp, hard, etc.

Throughout the lessons that focused on this social studies objective, the teacher was conscious of instructional strategies and emphasis placed on teaching language through content and content through language.

Activity 4

Teaching language through social studies concepts

I. Select a Grade 1 objective from your local school district's social studies curriculum or from the objectives in Appendix A. Identify at least one example for each of the characteristics of caregiver speech that might occur during a lesson planned around the objective you select.

- Slower and simpler than a normal rate of speech
  Example:

- Refers to the here and now
  Example:

- Emphasizes meaning over form
  Example:

- Extends and expands students' limited utterances
  Example:

Activity 4

Teaching language through social studies concepts

II. Select an objective from the list of objectives you noted for the Previewing Activity. Identify below the content-obligatory and content-compatible language for this objective. If possible, discuss with a colleague how these language objectives support the teaching of the social studies objective.

Social studies objective

Content-obligatory language

Content-compatible language

ACTIVITY 5

The Inquiry Process

The inquiry process is one effective approach to teaching social studies in the immersion classroom. In the Background Reading, Lewis describes the inquiry process as "a model for integrating the goals of Social Studies and helping to make them accessible to students." Using a Grade 2 unit about communities, and a Grade 6 unit about Ancient Greece, Lewis describes each step of the inquiry process and highlights instructional strategies that are effective tools to promote second language acquisition.

I. Review the two examples of primary and upper elementary grades social studies units taught using the inquiry process described in the Background Reading. Select one of the objectives that you identified during the Previewing Activity. Describe below how you would implement each of the steps of the inquiry process. Following Lewis' example, note the instructional strategies to promote second language acquisition that you could include at each step.

Social studies objective

THE INQUIRY PROCESS

1. Introduction of the Big Questions

ACTIVITY 5

The Inquiry Process

2. Modes of Inquiry

3. Organization and Presentation of the Data

4. Reflection on the Inquiry

APPENDICES

APPENDIX A

GRADE ONE SOCIAL STUDIES OBJECTIVES
MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

UNIT I. PEOPLE NEED FOOD

Explain why people need nutritious food
Trace the production of food
Indicate how people obtain the food they need
Indicate how people of other cultures may have different methods and traditions for selecting and preparing foods
Identify factors which incluence food selection

UNIT II. PEOPLE NEED CLOTHING

Recognize that people's use of clothing is influenced by culture and environment
Describe how clothing is produced
Indicate how people obtain clothing
Identify ways people can care for their clothing

UNIT III. PEOPLE NEED SHELTER

Recognize that people's use of shelter is influenced by culture and environment
Describe how shelters are constructed
Explain the use of utilities in shelters
Identify ways people can care for their shelters

UNIT IV. PRODUCERS & CONSUMERS

Identify factors that influence the choices people make when they buy goods and services
Describe ways in which people provide goods and services in order to obtain money
Explain how divisions of labor and specialization affect producers and consumers
Identify the uses of money
Indicate ways people may change their natural environment

APPENDIX B

GRADE THREE SOCIAL STUDIES OBJECTIVES
MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

GRADE 3

UNIT I. NATURAL REGIONS AROUND THE WORLD

Identify characteristics of each of the world's natural regions

UNIT II. COMPARING COMMUNITIES AROUND THE WORLD - GHANA

Identify the characteristics of selected communities
Indicate how the natural environment has influenced the way people meet their needs
Identify characteristics of family units in selected communities
Differentiate between contemporary and traditional patterns of living
Indicate how modern technology has changed the way people live
Compare ways by which people satisfy their needs
Identify ways in which communities have adopted ideas and technology from other communities

UNIT III. COMPARING COMMUNITIES AROUND THE WORLD - MEXICO

Identify the characteristics of a selected community
Indicate how the natural environment has influenced the way people meet their needs
Identify characteristics of family units in selected communities
Differentiate between contemporary and traditional patterns of living
Indicate how modern technology has changed the way people live
Compare ways by which people satisfy their needs and wants
Identify ways in which communities have adopted ideas and technology from other communities

UNIT IV. COMPARING COMMUNITIES AROUND THE WORLD - JAPAN

Identify the characteristics of a selected community
Indicate how the natural environment has influenced the way people meet their needs
Identify characteristics of family units in selected communities
Differentiate between contemporary and traditional patterns of living
Indicate how modern technology has changed the way people live
Compare ways by which people satisfy their needs
Identify ways in which communities have adapted ideas and technology from other countries

APPENDIX C

GRADE FIVE SOCIAL STUDIES OBJECTIVES
MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

GRADE 5

UNIT I. OPENING A NEW WORLD

- Describe ways in which people investigate the past
- Identify cultural characteristics common to the many Native American peoples
- Describe what it was like to live in West Africa before Africans were brought to America
- Explain how life in Europe stimulated exploration
- Describe the initial settlement of American colonies

UNIT II. THIRTEEN COLONIES BECOME A NATION

- Compare ways of living in the Southern, Middle, and New England colonies
- Describe events that led to the Revolutionary War
- Describe how the American colonies won their independence from the English government
- Identify political effects of the American Revolution upon people living in the United States

UNIT III. WESTWARD MOVEMENT

- Explain reasons why people migrated west
- Identify the ways by which settlers acquired land
- Describe how pioneers used their resourcefulness to adapt to the environment
- Analyze the relationship between the Westward Movement and improvements in transportation
- Describe how the frontier experience created a need for interdependence

BACKGROUND READING

Teaching Social Studies in the Immersion Setting

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At the beginning of the Immersion era there were many questions from parents and educators concerning the efficacy of learning the academic subjects in a second language (Stern, 1982). Many researchers conducted investigations to find out whether the academic achievement of immersion students in the content areas suffered as a result of instruction in the second language (Genesee, 1983). The conclusions were that learning subjects such as Math, Science and Social Studies in a second language immersion setting was not detrimental to achievement in those areas (Genesee, 1983).

It is interesting that some 20 years after the inception of immersion programs, discussions now center around how the processes of learning in the content areas can complement and enhance language learning and vice versa (Cuevas, 1990; Snow, Met and Genesee, 1989). Language learning and learning in the content areas are now considered very much interrelated, because it is through language that we express our thoughts (Vygotsky, 1962). Research findings about first and second language acquisition also are complementary, particularly in reference to the acquisition of language through meaningful learning experiences in the content areas (Wells, 1986; Krashen, 1987; Cambourne, 1988). The purpose of this article is to highlight processes in the teaching of Social Studies that provide meaningful opportunities for language learning and to sensitize teachers to techniques for presenting Social Studies content in ways that will render concepts concrete and accessible to second language learners.

This article is divided into three sections. The first part clarifies the relationship between Social Studies and the curriculum as a whole and outlines the steps of the inquiry process. The second summarizes certain teaching techniques identified in the literature that the teacher should employ when creating content-related learning experiences in a target language. The third section applies these second language acquisition techniques to the process of inquiry in Social Studies through examples drawn from units at the primary and intermediate levels. At the conclusion of the article I will summarize by reinforcing ways in which immersion teachers can capitalize on the processes of Social Studies to further second language objectives.

Social Studies and the Curriculum

The Goals of Social Studies

Examination of the aims of Social Studies in American and Canadian contexts (Ministry of Education, British Columbia, 1984; National Commission on Social Studies in the Schools, 1989) reflects that the goals of the Social Studies curriculum generally include:

1. The development of understanding of the factors that shape and have shaped one's own nation and other societies in the past and in the present.
2. The development of understanding of diverse patterns of past and present human activity in relation to the environment and the development of institutions, traditions and values.
3. The development of understanding of the roles, rights and responsibilities of an individual as a member of society.
4. The development of willingness and ability to use knowledge and understanding as a responsible member of society.

The fourth goal, that of the development of willingness and ability to use knowledge and understanding as a responsible member of society, is an attitudinal goal that is vital to the other three. The overall aim of Social Studies is to educate students to be pro-active citizens with a disposition to participate positively in society. The report of the National Commission on Social Studies in the Schools (1989) reinforces the need for the cultivation of participatory citizenship and the encouragement of the growth of independent, knowledgeable young adults. Citizenship goals may be pursued through many activities that integrate the curriculum with the life of the community such as: inviting representatives from public life into the classroom, visiting government agencies such as the Courts, writing letters to public representatives to express views, discussing current events on a regular basis, and simulating government processes in the classroom through mock trials and legislattive sessions.

The Inquiry Process

The inquiry process is a model for integrating the goals of Social Studies and helping to make them accessible to students. Students are involved actively in formulating questions about topics and in arriving at decisions about answers to these questions based on interpretation of the evidence they have collected (Ministry of Education, British Columbia, 1984). The inquiry process incorporates thinking processes such as problem solving, decision making, hypothesizing, analyzing and evaluating (Wasserman, 1989).

Knowledge and procedures related to the disciplines of History, Geography, Economics and Law are integrated in what schools call Social Studies. These bodies of content and procedures are made more meaningful to students when they are applied within the context of an inquiry (Ministry of Education, British Columbia, 1984). One does not learn a body of factual information for its own sake, but rather for its contribution to the understanding of events, conditions or problems. Wright suggests that the aim of Social Studies should be to engage students actively in inquiry and problem-solving situations, and to help them to learn to make rational and morally defensible conclusions and decisions (1984, p.186). The inquiry approach to Social Studies is intended to model ways in which citizens become involved in decision making in society. In this fashion the knowledge, skills, and attitudes represented by the goals of the Social Studies curriculum are integrated. It also is through the inquiry process that students come to see relationships between the past, the present, and the future.

Social Studies and Interdisciplinary Approaches

To avoid confusion with the varied interpretations that may be attributed to the term curricular integration, I define an interdisciplinary approach as one where inquiry into a central topic or issue is enriched by the contributions of knowledge and processes from several disciplines. The topics of inquiries in Social Studies may be enhanced by drawing on interdisciplinary approaches. The study of different cultures and civilizations can be enriched by integrating modes of learning and information available from other disciplines, such as Fine Arts, Music, Drama and Literature (Atwell, ed.,1989). For example, topics related to natural resources may draw upon knowledge in science and mathematics when studying issues related to man's use of the environment.

In some jurisdictions there is a movement in curriculum organization towards the integration of Language Arts and Social Studies to form a broader field of study called the Humanities (Ministry of Education, British Columbia, 1989). This development reinforces the belief that language learning, whether it be in a regular classroom or an immersion setting, may effectively take place in the context of inquiries that link several disciplines (Hayes Jacob, ed.,1989). Meaningful use of language takes place when children are engaged in learning activities of substance where there is something real and important to talk about (Snow, Met and Genesee, 1989). The more relevant and interesting the topic, the more learners will strive to use language to express their thoughts (Wells, 1986). The goals of communication and literacy are therefore shared by the Social Studies and Language Arts programs (Atwell,1989). Reading in the content areas is meaningful when students understand what information they are seeking and why before approaching the text. Written

and oral expression are tools used to formulate and express thoughts, conclusions and decisions in the context of the larger inquiry. On an even broader scale, all learning may be seen as making integral use of language skills. (North York Board of Education, 1983).

Social Studies and Culture

The goal of the understanding and appreciation of culture is a special consideration in the immersion setting. The broad aim of immersion programs is to educate students to become functionally fluent in the target language and sensitive to the cultures and world views of the peoples that speak that language. In this way they become aware of the interconnectedness of culture and language. When we refer to teaching culture we refer to two different concepts: big "C" Culture, meaning the historical and artistic accomplishments of a people, and small "c" culture, meaning the way of life and the world view of a people (Barrow and Woods, 1975). Full understanding of small "c" culture is extremely complex and may not be truly possible without giving immersion students opportunities to directly experience the culture through exchanges, visits and direct contact with the culture. Nevertheless, teaching about the customs, lifestyles and accomplishments of the peoples speaking the immersion language may be incorporated consciously into the classroom by seeking out materials and examples set in those cultures and comparing these with the environment of the students on an ongoing basis.

In Social Studies in particular, examples from the target culture may be used when discussing the following concepts: shelter, family, community, environment, work, resources, religion, customs and traditions, history, artistic expression, and government. In this way the attitudinal goal of the appreciation of cultural diversity is shared by Social Studies and the immersion program. Another powerful strategy is to develop a list of resource people in the target language that are available to come into classrooms. This will allow students firsthand information and real life contact with the language and the culture. Simulations of cultural events, festivals and special holidays, such as Las Posadas, Carnaval, or the Children's Festival in Japan, also provide a rich and meaningful context for experiential cultural learning.

Teaching Strategies and Social Studies

The necessity that learning be an engaging process of experience, interaction, reflection, and communication is vital in an immersion setting where children are acquiring language along with content (Mohan, 1986). Both the educational goals of Social Studies and those of language acquisition are promoted and enriched by teaching strategies that facilitate the active involvement of the students in the processes of manipulating information

and formulating thoughts through oral and written expression. The role of the teacher as one who helps students clarify and extend their thinking is important to cognitive development and language acquisition (Wasserman, 1989). Therefore, the primary approach to the teaching of Social Studies, particularly in immersion settings, should be through the processes of inquiry, problem-solving and decision-making. These approaches promote much interactive use of the target language.

Closely linked to the inquiry approach is the use of strategies of co-operative learning. This organizational approach is appropriate to Social Studies in the immersion setting because group interaction requires students to verbalize thoughts and clarify their understandings by communicating them to others. Research (Stodolsky, 1988) demonstrates that small group and individual tasks usually are at a higher cognitive level than teacher centered tasks, and that the students' levels of engagement are greater during these higher level tasks than during teacher directed activities. Students seem more motivated by challenging tasks requiring a problem-solving approach, and co-operative learning groupings promote discussion and negotiation of meaning. The language practice and reinforcement provided to explain one's thinking in a small group situation also provides much needed time for student talk. (Swain and Lapkin, 1986).

The creation of a classroom environment that is visually stimulating provides constant reinforcement of the language and content of the inquiry. Charts, maps, graph, and visuals reinforce teaching strategies and imply a high degree of ownership of the learning environment by students. Graphic organizers such as webs, charts, and summaries that are the results of the student's thinking should be posted as evidence of the inquiry in progress. This is an important way of validating students' thinking and reinforcing content-obligatory and compatible language. Student products, such as maps, diagrams, models, and illustrations, should be displayed and in this way recognized. Posters, pamphlets, and information from the community, and from the "real world" outside the classroom, also add interest and meaningfulness to the inquiries at hand. A student bulletin board for current events, and a world map posted for reference, allow students to share what they feel are important developments in world or community affairs with their peers. The immersion teacher may wish to keep an ongoing chart of content-compatible vocabulary and structures related to the clippings posted in the classroom to assist students in talking about events in the target language. Newspapers, magazines, and books in the target language should be part of the classroom environment. Subscribing to magazines and newspapers in the target language also is an effective informal approach to teaching about culture. All of these components of the classroom environment help to make abstract concepts in Social Studies more concrete.

Steps in the Inquiry Process

In this section I will explain the major steps of the inquiry process in Social Studies. I also have included special reference to considerations for the immersion setting, although specific strategies for language acquisition are explained fully later in the second part of the article.

The process of conducting an inquiry in Social Studies may be organized according to the following steps:

1. Forming the key questions of the inquiry

It is important during the initial stages of an inquiry that the teacher spark the students' curiosity and create a sense of urgency for the students to embark on the process of learning. In the immersion setting the teacher must begin with an activity that involves some form of concrete experience or visual reference through which meaning and content-obligatory language may be introduced.

In beginning a unit on family needs at the Primary level, for example, the teacher would incorporate the introduction of necessary clothing vocabulary with the discussion of visuals depicting how families dress for different seasons. To introduce the study of pioneer life, the teacher may present an unfamiliar object, such as a butter churn, asking students to guess about its age and use. Students could then make butter in the churn and this experience could lead to the introduction of concepts such as self-sufficiency, work and family life during pioneer times.

During this stage teachers seek out their students prior knowledge or personal experiences related to the topic. This allows the teacher to observe the starting points of the individual students in relation to the topic. Inviting students to consider what they wish to find out about a topic, and asking them to formulate the major questions to be pursue, engages them actively in reflection and gives them a focus for their learning activities. Teaching strategies that may be used at this stage include discussion starters such as audio-visual materials, webs, brainstorming techniques, and 'I know, I wonder' charts.

Teachers guide the students' thinking at this stage in order to ensure that significant concepts and vocabulary are included. Immersion teachers will need to make many visual references to help students acquire the language through which to ask their questions. Through the study of several pictures of pioneer life or children dressed for different seasons the immersion teacher would have an opportunity to provide needed language models and to help students formulate questions. The less language the students have the less able they will be to formulate independently their own questions. With beginning

immersion classes the teacher would present vocabulary through a few key sentence starters or questions such as:

In the Spring, I need.....
What is clothing made of?
Who makes our clothing today?
Who made our clothing long ago?

2. Choosing modes through which to pursue the inquiry.

The next step in the inquiry process is to decide the various modes through which students may pursue their questions. The inquiry approach as a whole is a problem-solving and decision-making activity in itself. Information is sought and organized in a variety of ways with the view to providing answers or reaching conclusions about the questions initially identified. In the unit on pioneer life, students would access diverse information in a variety of ways but the guiding threads to the unit would be key questions, such as how pioneer families depended on the environment and one another for survival. Various strategies for collecting information may be pursued by the whole group, by small groups, and/or by individuals, depending on the interests and abilities of the students. Possible processes of investigation include participating in a decision-making process about a specific issue, creating role plays or simulations, conducting interviews, preparing research reports, going on field studies, preparing debates, mounting an exposition, organizing a special event, or producing creative writing. Each of these modes of inquiry will be described later in this article. Each of these modes involves formulating questions, collecting information and then evaluating this data to apply it to the inquiry.

As well as providing opportunities for students to pursue diverse modes of inquiry, teachers incorporate direct teaching concerning key concepts associated with the inquiry. This direct teaching takes place at the beginning of the unit to introduce prerequisite skills and concepts and continues throughout the unit in the form of "mini-lessons" in conjunction with small group and individual projects. The teacher may introduce the skill of making a timeline as part of the study of pioneer life. The primary teacher introducing the concept of "people need clothing to adapt to their environment" may wish to teach the concept of seasonal changes directly .

Students in immersion, particularly at beginning levels, may not be operating autonomously enough with the language to allow them to pursue widely diverse modes of inquiry, particularly if they rely heavily on print materials. The less language facility the

students have the more their inquiry will need to be guided by the teacher and supported by visual and non-print materials. One technique is to provide students with sentence frames by which to express their observations. For example:

When it is (cold), we wear....
We wear (boots) because.....

3. Gathering information.

Information is gathered to help answer the key questions of the inquiry. Possible sources of data include: visuals, maps, graphs, artifacts, and objects, print information, direct experience, film, interviews, guest speakers, historical documents, and literary works. During this stage students may learn and practice procedural skills such as observing, note taking, finding main ideas, interpreting primary and secondary sources of information, and reading maps and graphs. Here again it is appropriate for the teacher to review directly or introduce the necessary skills. The important factor is that gathering information with a purpose helps the student to analyze and apply information effectively. The use of visuals and graphics allows students to apply observation skills instead of being entirely dependent on reading skills. Field trips, real artifacts, and human sources of information lend concreteness and authenticity to the inquiry.

Once again it is important that teachers in immersion be sensitive to the fact that information must be accessible to the students at their level of language. Immersion teachers will need to determine before the inquiry if enough resources are available for students at their level. Direct teaching in "reading" pictures, picking out key words, using context clues, and skimming for information will help immersion students to deal more easily with complicated material. Younger children, particularly in immersion, relate more readily to information presented in story and/or visual form. The immersion teacher may tell or read the story to the pupils orally in order to make the information accessible. A useful strategy is the use of buddy readers in older grades that can read orally with small groups or individuals. The teacher should be sure to follow up each activity with a discussion or a summary which links the experience to the key questions of the inquiry. Again, sentence frames are useful.

I learned that...
I observed that...
It was interesting because...

Students also could talk about what they learned in their learning logs or journals.

4. Organizing and evaluating information

Organizing the information acquired and evaluating it as it relates to the questions at hand is an important step of the inquiry process. This step involves higher cognitive skills such as application, hypothesis, analysis, and synthesis. Skills involved in representing information include: the construction of graphs and maps, the classification of information, comparison and contrast, and the organization of supporting evidence. Teachers will need to introduce the appropriate skills in the context of the information to be organized. For example, teachers may present a lesson on graphs as a means of representing information on crops, or information on clothing worn by different families.

The manipulation of the information gathered by the students helps to clarify their own thinking and draw conclusions from what they have learned. The less language they possess, the more heavily immersion teachers will need to help students to use organizers such as graphs, charts, illustrations, models, and posters. Sentence frames could introduce useful language structures for forming comparisons or drawing conclusions.

5. Presenting conclusions.

The process of inquiry in Social Studies is greatly enhanced by the presentation of the conclusions of the inquiry to an appropriate audience. This could mean fellow classmates, another class, or the community. The sense of rehearsal and preparation for the communication of the conclusions to others reinforces what has been learned, and adds a sense of ownership for the students. This involvement models the informed participation of citizens in their community. Modes of presentation include dramatization, oral, visual, and written reports, or the teaching of newly acquired skills to others.

Students in immersion benefit greatly from these stages of rehearsal and performance, which promote their use of the language and allow the teacher the opportunity to reinforce content-compatible language. Through these expressive activities they come to see themselves as real speakers of the language. Language also is promoted through the participation of the audience to spontaneous questions and comments. An example would be the production of a puppet show about clothing through the seasons, or the reenactment of a pioneer day.

6. Evaluation.

Students should be involved in self-evaluation strategies at every step of the process as well as in a final summary discussion about the degree of success in answering the key questions in the inquiry. Ways in which students may be encouraged to monitor their own

learning include response journals, learning logs, group process evaluations, contracts, checklists, and interviews.

Criteria for the self-evaluation and the teacher evaluation of final products should be established through discussion with students at the outset of the inquiry. The teacher should stress that all steps of the inquiry "count", not just the final product. Immersion teachers must be sensitive to separating the evaluation of content from the evaluation of language. It is useful to develop cumulative records such as, anecdotal notes, student portfolios, and records of student- teacher conferences.

Strategies to Facilitate Language Acquisition

Immersion teachers must develop special strategies in order to:
a) facilitate comprehension of the language and the content that the language carries, and
b) clarify and extend what students are trying to communicate (Snow, Met and Genesee, 1989).

These strategies may be divided into those used primarily during the "receptive stage," when the students are receiving content information through the language, and those used by the teacher during the "productive stage," when the students are communicating their thoughts about the content. Teachers must constantly consider the dual objectives of language acquisition and content learning when planning instructional experiences in the immersion setting (Snow, Met and Genesee, 1989). The teacher must anticipate the language that it will be necessary to introduce at each step of the inquiry process. A special place in the lesson plan to jot down this language would be helpful for teachers planning a particular unit for the first time.

During the Receptive Stage

The following are key strategies that the immersion teacher employs to make sure communication of the content in question is received by the students. These strategies are also called ways of ensuring comprehensible input (Krashen, 1987).

1. Caregiver speech.

This term refers to the type of speech used by mothers or caregivers with children just learning their first language (Wells, 1982). Speech is slow and well articulated and references are concrete and immediate. The teacher emphasizes function over form and

elaborates on the ideas of the child. A Social Studies teacher in immersion may use maps and visuals when introducing a concept such as shelter, pointing to objects and using gestures while speaking at a slower rate, depending on the language experience of the students. Key words also may be repeated several times by the language model, but in a natural manner.

2. Making the abstract concrete.

Many concepts in Social Studies are abstract and therefore inaccessible to direct sensory examination or reference. Students in immersion may be exploring terms, such as culture or environment, for the first time in a formal sense without necessarily having the concepts well defined in their mother tongue. Teachers must employ strategies, such as the use of many examples, visually and graphically represented, to move from the concrete realm of the here and now of the visuals to more abstract concepts. In order to reach an understanding of the concept of environment, the immersion teacher would present many visual examples of different terrain, climatic condition, and bodies of water, talking about each example and asking the students what the examples have in common in relation to their effects on man. To introduce the concept of how life in ancient Egypt developed as a result of the environment, it would be more concrete to begin with examples of the environment in which the students themselves live and how their community responds to these factors. To give another example, students may come to understand the concept of the importance of commonly celebrated festivals to cultural identity by discussing a number of visual representations, giving examples from their own experience and then diagramming similarities and differences between various cultural observances.

3. The use of contextualized language

Contextualized language is a term referring to the student's need for language to relate to personal experience. Concrete examples or information previously obtained are incorporated into the presentation of new ideas. Strategies that teachers may invoke to ensure that their use of language is contextualized include non-verbally and verbally checking for understanding, asking students for examples, referring to previous lessons, accompanying explanations with visual reinforcement, recording key words on charts which later remain posted for reference, and using body language, gesture, and intonation to highlight important vocabulary or concepts. A teacher or guest explaining her visit to a village in Mexico might contextualize language for students by showing concrete objects or visuals, asking about students' experiences, checking frequently for understanding, and relying on body language at places where unfamiliar language is presented. When using

audio-visual material such as film the teacher might check for comprehension by stopping the film at key points to paraphrase the content and verify understanding.

4. The incorporation of content-obligatory and content-compatible language

Content-obligatory language refers to the vocabulary, structures, and functions of the language that the students must understand and use in order to make the concepts in the content area accessible to them (Snow, Met and Genesee, 1989). The teacher working in an immersion setting must identify and incorporate vocabulary, structures, and functions unfamiliar to the students into their own use of the language early on in the inquiry process in order to provide language models for their students. This strategy ensures that unfamiliar language is introduced in such a way as to allow both the comprehension of the new vocabulary and structures and the comprehension of the content. A teacher introducing the unit on clothing at the early primary level would create word banks of vocabulary and add to these as the unit progressed. A teacher exploring pictures of different communities in order to arrive at the definition of what is a community would use gestures, intonation, and questioning to highlight vocabulary and structures new to the students. Creating charts and banks of key words that remain on display throughout the unit allows for future reference and reinforcement.

Content-compatible language refers to the vocabulary, structures, and functions that the teacher plans on incorporating as a result of the activities chosen in the inquiry. This is the language the teacher wishes to introduce consciously and reinforce through the activities as well as the language judged in need of reinforcement from observations of the pupil's language development. If students are preparing a debate, the immersion teacher will plan to introduce structures needed to express hypotheses, causal relationships, and persuasive language. The complexity of the language introduced will depend on the level of sophistication of the students. Constructions of need and necessity could be introduced through the clothing unit.

When students are highly engaged in acts of communication and are reaching for language to express themselves, opportune moments for language enrichment present themselves. This is when the teacher may add in content-compatible structures and vocabulary as the students need them. The language content here cannot always be specifically predetermined but must come naturally from the students' needs. If one group of students elects to learn how to prepare certain ethnic recipes, they will encounter the need for vocabulary and structures around that language function, while another group may need different language if constructing a model of a famous monument.

The immersion teacher also could incorporate content vocabulary and structures,

into Language Arts activities in order to reinforce the language the students will need in order to talk about the concepts in the content area. Students may be asked to create sentences using new vocabulary, illustrate summary sentences taken from the Social Studies lesson or create sentences following the pattern of a structure that has been or will be introduced in the Social Studies lesson. Content-obligatory language includes vocabulary, structures and functions of the language (Snow, Met and Genesee, 1989). There is a danger here that the teacher only highlights concrete vocabulary such as nouns. The verb structures and tenses involved in the inquiry are also of importance, particularly at intermediate levels where concepts are more sophisticated and higher level processes, such as hypothesizing, require a more advanced use of the language (Day, 1990).

During the Productive Stage

While students are engaged in activities in the content area they are in the process of using the language to communicate their observations, ideas, and conclusions. This provides opportunities for the teacher to encourage, extend, and develop the students' use of the language. These opportunities for student talk that incorporates higher level thinking are crucial to improving the quality of the students' language (Swain and Lapkin, 1986; Snow, Met and Genesee, 1989) and to internalizing concepts in Social Studies (Wright, 1984). One of the major problems in immersion classrooms (Swain and Lapkin, 1986), and classrooms in general (Goodlad, 1984) is the predominance of teacher talk.

Cooperative learning strategies provide valuable opportunities for the development of language through negotiations between students about content. Language acquisition research (Lapkin and Swain,1986) has shown that although the teacher cannot be present in all groups, as a model students will monitor and help each other with the language and that the language practice afforded by group work is beneficial to improving the quality of oral communication.

Immersion teachers must plan for many activities where students have opportunities to verbalize their own thinking in the target language. Teachers in immersion settings also must seize upon all possible occasions to interact with students on an individual or small group basis. If the immersion teacher does not capitalize on opportunities to enrich the language during these interactions, the teacher will miss the few occasions when immersion students have an opportunity to interact with an adult model of the second language who is sensitive to their linguistic abilities. The potential for students to progress from simplistic to sophisticated use of the language may be dependent on the sensitivity of the teacher to those 'teachable moments' where a teacher can challenge and extend their use of structures and functions. The challenge presented is to balance the acceptance of the meaning that the

students are communicating with the use of strategies to improve language without seeming artificial. Specific strategies used by teachers to foster the students' use of the language include the following.

1. Stretching language

Stretching language is a term used to describe verbal prompts and extending questions used by teachers to encourage the students to elaborate their ideas and reach a more sophisticated level of language. The teacher may ask for further information or description after a one word answer in order to extend language and thinking. For example, if a student points out "neige" (snow) in the picture of an igloo, the teacher might expand the student's idea and ask for more explanation.

> *" Tu as remarqué que les igloos sont construits de neige. Comment penses-tu qu'on les construit? La neige est en forme de quoi?"*
> *"You noticed that igloos are made of snow. What kind of snow do you think would be best? What tools do you think one would need?""*

Paraphrasing a students' answer using more complex structures allows students to hear models of more sophisticated language used in the context of the students' own ideas.

2. Testing hypotheses about the language.

Students need to be afforded opportunities to test out language for themselves in a natural communicative setting. They will take risks to do so when there is really something important to be said. Teaching strategies include setting the conditions where students are highly engaged in the activity and have real reasons to communicate. The context of the inquiry process in Social Studies is very useful in this regard. If students are on a field trip to a "living museum," such as a heritage village, and they become involved in playing the games that children played at school many years ago, they will search for the language to be able to express themselves. The role of the teacher is to accept and encourage this language by showing interest in what the student is communicating and by paraphrasing the students' meaning back in more sophisticated and appropriate form. Here is an example of the sort of dialogue that may take place between student and teacher about a handmade musical instrument.

> *Student- Mira, Señora, eso es para jugar.*
> *Teacher-Sí, tienes razón. Es para tocar. ¿Puedes mostrarnos cómo se toca?*

Student- Puedo tocar así.

The student initially used "jugar," to play a game, for "tocar," to play a musical instrument, and was able to incorporate the teacher's correct model into the next utterance.

3. The writing process.

Research into first language learning indicates that writing in the curriculum content areas facilitates students' thinking and communication skills as well as increasing understanding in the content areas (Atwell, 1989). Cuevas (1989) recommends students be provided with opportunities for writing as part of the instructional process, and that teachers use strategies appropriate to the students' level of language in order to help students communicate their thinking. As we have seen through several examples, sentence frames and patterns are very useful for beginning immersion students. Vehicles such as learning logs and response journals can provide opportunities for students to reflect upon what they have learned and record continuing questions about the inquiry (Atwell, 1987). Teachers in immersion may present content-compatible structures and functions as sentence openers or patterns for students to complete in their journals. These provide students with limited language with a framework for expression. Language functions also may be modelled as part of the writing process. When asking students to hypothesize, for example, the immersion teacher may take the opportunity to present sentence frames using the appropriate tenses. The teacher may enter into dialogue with the students about their learning through the medium of the response journal.

4. Error correction.

Immersion teachers provide correct models for students orally through paraphrase. The correction of errors in written expression is incorporated into the editing and proofreading stages of preparing information for presentation. Students also should practice peer editing and proofreading. Checklists of common pitfalls to watch for may be developed with the students. The idea of presenting work to an audience is an important one for giving purpose to editing and encouraging pride in final products.

The Application of Second Language Strategies in Social Studies

Specific application of these strategies as they would be used in Social Studies is best illustrated through the use of examples from two units, one on the community at the early primary level and the second on Ancient Greece at the upper elementary level.

The community is a topic generally introduced in the primary grades. The broad goals of this unit are to understand the needs of its members, the interdependence of members of a community, the contributions of various agencies and public institutions, the use of space in the community, and the shared responsibilities of the members of a community. Cultural objectives also could be incorporated into the study of the community, through focusing on the contributions of various cultural groups or comparing the local community to communities in cultures where the target language is spoken.

Ancient Greece is a topic commonly found at the upper elementary level. Goals in this unit include understanding the development of early civilization, the emergence of world trade, the emergence of city states and of early forms of democracy, and the role of literature, art, and religion in the culture. Students might compare the organization and frustrations of the societies of Ancient Greece with modern society or debate societal values as demonstrated by the contrast between Athens and Sparta. Understanding the evolution of concepts, such as justice and democracy, are important aspects of citizenship goals.

These examples are organized according to the framework of the inquiry process. At each stage of the process we will consider what teaching strategies may be employed to make the content comprehensible or to enrich the language the students use as they work with concepts. The second language acquisition strategies mentioned are underlined so that they may be reinforced while remaining in the body of the text.

1. Introduction of the Big Questions

a) Engaging the students

The initial stage of any inquiry involves engaging the students' experiences and interest. For the unit on the community this may be done by taking a walk in the neighbourhood, comparing pictures of different communities (some from North American culture and some not), watching a film about a community, or sharing a piece of literature about a community. During the presentation of the content at this stage, the immersion teacher would use caregiver speech , make many concrete references, and begin to introduce content-obligatory vocabulary and structures.

In the unit on Ancient Greece the teacher may begin by inviting the students to examine a Grecian vase and asking them to imagine themselves archaeologists gleaning information about the society from the artifact.

b) Drawing out what students bring to the inquiry

Next the teacher would draw out the students' previous knowledge about what elements make up a community, and what we mean by a community. A web or chart might be used to organize the ideas of the students as they are presented. Content-compatible language would be reinforced by the teacher. Language could be extended through paraphrase and prompts for further explanation.

At the primary level, where language is just being acquired and students think very concretely, the teacher may begin this phase by showing various pictures of services in the community such as parks, schools, stores, and asking students to name all the places their families go for what they need. The teacher could create a list to remain posted in the classroom to reinforce language.

In the unit on Ancient Greece the teacher could engage students in the generation of an "I know, I wonder" chart, first in small groups and then in the large group setting. Drawing out the students' previous knowledge about Greece and the questions that interest them would provide opportunities to introduce content-compatible language and stretch student's language.

c) Forming the major questions for the inquiry

Moving from the previous information the children have offered, the teacher leads the students to the formulation of one or two big questions that create the context for the activities in the unit. These questions could form the titles for data retrieval charts and lists that remain posted in the room and where contributing information is added throughout the inquiry. Examples of the big questions might be:

Comment est-ce que les membres d'une communauté travaillent ensemble pour aider nos familles?
How do members of a community help each other?
¿Cómo ha contribuído a nuestra vida hoy la civilización de los griegos?
How has Greek civilization contributed to our life today?

Content-obligatory vocabulary, such as "aider" and "contribuir," are examples of abstract concepts that will need to be made concrete through the use of many examples supported by visuals and body language.

2. Modes of Inquiry

Many different modes of investigation are possible. It is beneficial to try to balance the groupings between whole group, small group, and individual activities. Examples of a variety of modes of inquiry are described here.

a) Field trips

Visits to different services or agencies in the community, such as the firehall or the post office are appropriate to the study of the community. During pre-visit activities, teachers would introduce content-obligatory language necessary to the visit and provide students with graphic advance organizers such as a chart on which to record observations. Visits provide students with concrete and active ways of collecting information even if the people showing them around do not speak the target language. If they do, however, the teacher should monitor the visit by observing the children and verifying comprehension. Students should have prepared questions to ask to help formulate ideas about what they expect to see before arriving. Much content-compatible language will be manipulated in a very concrete immediate manner as a result of touring the facility.

A visit to an archaeological museum would be ideal to introduce students in a concrete manner to the wealth of information that can be gleaned through the study of artifacts in relation to ancient civilizations such as Greece.

b) Role play or simulation

Role playing is a very rich way of allowing students to express their knowledge and explore ideas related to a topic (Harpe, 1990). One possible simulation related to the theme of the community would be the creation of a community within the classroom. Each student, or group of students, could choose to portray a different business or service. A simulation could take place of the daily interactions of people in the community. A town council could be elected and accorded appropriate responsibilities. Hypothetical problems could be introduced requiring the investigation of the decision-making process. A newspaper could be published.

This activity offers the teacher vast opportunities to help students develop and extend their language. Students would need to take risks and try out hypotheses about the language in order to communicate during the simulation. Language used during the role playing would need to be expressed in longer phrases and sentences. Content-compatible language would be varied and individualized according to the role each child is playing.

A similar simulation could take place in relation to the study of Greece where

students took on roles and simulated the activities of the Agora in Athens. The various strata and roles of society could be represented. Mock trials are an excellent ways of introducing concepts related to law education. In general, simulation activities are an excellent vehicle for learning about many aspects of citizenship.

c) Research from print sources.

Students may gather data from print material. This approach is introduced gradually throughout the elementary years, moving from visual to print sources and from reading with the teacher to independent reading. It is desirable in second language materials that the text is accompanied by visuals to which the students may refer. It also is essential when dealing with reading that the students have an advanced organizer so they understand why they are reading, and what they are looking for. Note taking for main ideas should be taught and reinforced. One way is to encourage students to write down main ideas in their own words in boxes on a grid (see Figure 1). After the resources have been exhausted the boxes are cut up, arranged and glued in categories (see Figure 2). These categories become the basis for organizing the presentation of material related to the inquiry. An example of a research topic related to the community might be the different public services that all citizens have the right to call on for protection and help. Information about the role of the police, the fire department, hospitals, schools, and other services could be collected and then categorized and organized. Students in immersion need practice in skimming to find the information that is applicable to their investigation and in using contextual clues in the text to piece together meaning. Much of the material written in reference books is intended for native speakers and so developing these skills in finding what is applicable is essential for students operating in their second language. (Often, students working in pairs or small groups will allow the stronger readers to help others.)

Students at the upper elementary level with more autonomous reading skills could choose to gather information on topics of their choice that related to the central questions of the inquiry.

Figure 1

Nos idées importantes

La réligion en Grèce ancienne

beaucoup de dieux		
Zeus était le chef des dieux		
habitaient au mont Olympus		
festivals pour célébrer certains dieux		

Figure 2

Nos catégories

les dieux	les festivals	la mort	les légendes

d) Decision- making

During this activity students in small groups gather and evaluate information in order to make a decision about an issue. Related to the community, for example, scenarios might include what should be done to reduce litter and excess garbage. The group would gather the appropriate information, generate possible alternative solutions, choose the most feasible, and be prepared to defend their decision (Ministry of Education, British Columbia, 1986). This process incorporates several higher level thinking skills such as evaluating information, forming hypotheses, and looking for assumptions (Wasserman, 1989). The process also models the roles of citizens in the community. During this process the immersion teacher will find opportunities to provide and expand content-compatible language, as well as to stretch language by asking students to explain their reasoning and applying the information they have acquired to their argument.

In relation to Ancient Greece, students could take on the roles of Greek citizens and use the decision-making process to evaluate the effectiveness of their form of government.

e) Interviews

Students may gather information by interviewing resource people. Teachers should help the students formulate their questions beforehand, where students will be able to test their hypotheses about the language and learn the content-compatible language necessary for the interview. Whether the resource person speaks the target language or not, summarizing and organizing the information learned in the interview will allow students to process the answers and reflect on their relationship to the larger inquiry. If students interviewed the mayor, for example, the process of coming up with the five most important things to ask would provide many opportunities for the teacher to help with structures of the language as well as the content.

When studying an historical topic, such as Ancient Greece real life interviews are obviously not possible but interviews could be simulated as ways of presenting information. Imagine an on-the-spot interview with Alexander the Great or Pericles!

f) Debate

Students may conduct an inquiry in the context of a debate about a key issue. For example, should the community provide the use of recreation facilities free of charge? Should slavery be abolished in Athens? Teachers may enrich the language used by introducing content-compatible language and stretching the students' language and thinking through probing questions.

g) Comparison

Students may conduct an inquiry organized around comparing two contexts, such as urban and rural communities or Athens and Sparta. Cultural content also could be introduced through the comparison of the local community to ones in the cultures of the target language. A comparison activity necessitates the use of certain content-compatible structures that the teacher could highlight, such as *"aussi important que, plus important que, pas aussi important que*" (as important as, more important as, less important as).

h) Preparation of an exhibit, model or performance

In preparing an exhibit, model ,or performance students must consider what would be interesting to communicate about their topic and how the information may best be presented to the target audience. Working in cooperative groups allows students to practice planning skills and negotiate ideas within their groups. They must be prepared to answer questions on their topic. Again, the teacher working with students may take opportunities to enrich their use of the language and extend their thinking. Primary classes could make puppets to demonstrate ideas. Students studying the community could prepare an ideal imaginary community, and students of Ancient Greece could prepare an exhibition of Greek art, for example.

i) Creative writing

Students could write narratives within the context of the Social Studies inquiry. For example, stories could be written depicting what life will be like in the community of the future, or what life was like in our community long ago. Teachers could take opportunities to enrich language during the prewriting, revising, editing, and proofreading phases of the writing process (Atwell, 1989).

After studying Greek mythology students could write their own myths involving the deities about whom they had learned. They could write the diary of a slave or a warrior.

3 Organization and Presentation of the Data

There are many ways in which data may be organized and represented. These methods include visual, oral, or written representations of information. Within this organizational component are found several of the key skills that the teacher will want to teach directly at strategic points during the inquiry.

a) Visual representations

Visual presentations may include drawing and labelling maps, using organizational charts, constructing graphs, creating timelines, drawing pictures, or making posters.

It is effective to have immersion students present information in graphic form because of the simplified language involved. Teachers should take opportunities to interact with students, or cause them to interact in small groups in order for them to verbalize the meaning of what they have created. During the explanation students will be motivated to stretch and expand their language.

b) Oral presentations

Types of oral presentations may include oral reports, dramatizations, question and answer sessions directed by students and demonstrations of techniques such as crafts or cooking.

An important component of oral presentation is the rehearsal. Through rehearsal students clarify the understandings that they wish to communicate, thus giving teachers many opportunities to expand language and extend thinking. Students will need to practice content-compatible vocabulary and structures with which to communicate.

c) Written presentations

Written presentations might take the form of summary reports, persuasive writing, letter writing, journals, or narratives.

Written presentations should be prepared following the principles of the writing process, allowing for revisions of draft copies, peer editing, and proofreading. Teachers should participate in the editing process to make appropriate corrections and provide students with models of appropriate structures. Preparation for the published phase provides opportunities for meaningful error correction.

4. Reflection on the Inquiry

The final phase of the inquiry allows students to reflect on what they have learned and to summarize what conclusions they have drawn regarding the key questions that were identified during the initial phases. Strategies for reflection include:

a) whole class summar charts

c) the generation of questions still unanswered after the inquiry

d) personal action plans regarding the inquiry e.g., ways in which I can contribute to my community

e) review of the "I know, I wonder" chart that was posted at the beginning of the inquiry

This phase allows the teacher to observe students' progress in relation to the content and the language. During this phase the teacher is able to evaluate the sophistication and accuracy of the language.

Conclusion

As we have seen through the discussion of Social Studies methodology and language acquisition strategies, many of the approaches used by teachers to further thought processes in the content area also will further acquisition of the language. What is different, then, about teaching Social Studies in the first language of the students and teaching in their second language? As a conclusion to this article I would like to summarize the key elements to which the immersion teacher should attend. Using these strategies will help create a learning environment that promotes meaningful experiences in the content area along with the maximum benefit to the second language skills of the students.

1. Activities should be organized around the inquiry process because through the active engagement of seeking answers to key questions students will be motivated to communicate their thoughts and ideas in the target language.

2. The objectives of Social Studies *and* the objectives for language must be incorporated in all instructional activities. Considering the best strategies, given the language level of the students, will raise the level of consciousness about language objectives and provide for the incorporation of many "teachable moments."

3. Special attention should be given to making abstract concepts accessible through the use of concrete examples, and through strategies such as contextualized language, visuals, hands-on materials, and real experiences.

4. Activities in Language Arts should complement activities in Social Studies. If the past tense will be required for communication in Social Studies, then reinforcement of that structure may be introduced in Language Arts. In this way language objectives and content objectives may be integrated.

5. Opportunities for interaction between teacher and students on a one-on-one or small group basis are essential if the immersion teacher is to be able to expand content-compatible language and stretch the use of language through paraphrase and questioning.

6. Opportunities for written expression, such as summaries, response journals, and learning logs are valuable in that they require students to write down their thoughts, and this causes them to seek out the appropriate vocabulary, structures, and functions of language to do so.

7. Presenting the findings of the inquiry to an audience adds a sense of purpose to the study and provides immersion students with opportunities for rehearsal and performance in the target language. This, in turn, allows the teacher valuable opportunities for meaningful coaching in the language.

By applying appropriate language acquisition methodology in content areas, such as Social Studies, immersion teachers can create truly rich experiences for language learning. The inquiry approach provides the focus on the students' thinking processes so necessary for the engagement of students in their own learning. And the more involved the students are, the more language they will use.

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